

Ashland University

HQ Standards-Based Professional Development Syllabus

Based on Ohio Standards for Professional Development and 21st Century Skills Framework

<p><u>STANDARD 1:</u> High Quality professional development is a purposeful, structured, and continuous process that occurs over time.</p>	<p>This is the “what and how” of the class. Describe the focus and format of this class and how it supports school & district/state & national goals?</p> <p>WHAT/FOCUS:</p> <p>The focus of this class is problem-based learning utilizing web2.0 tools with an emphasis on mathematics instruction. Participants will learn good pedagogical strategies to incorporate learning with technology and create their own problem-based WebQuest aligned to the Ohio Content Standards for Mathematics housed in their own classroom Google Site.</p> <p>HOW/FORMAT:</p> <p>Each of the six 2.5 hour sessions will teach a new skill and resource to scaffold the participants towards the creation of their final project. The course will be taught utilizing web2.0 tools in a problem based format so that the participants can experience learning with the teaching methods that will be presented.</p>
<p><u>STANDARD 2:</u> High Quality Professional development is informed by multiple sources of data.</p> <p>21st Century Skills addressed here and woven into the core subject areas are: Global Awareness Financial Literacy Civic Literacy Health Literacy</p>	<p>This is the “why” of the class? What data and research were used to determine the need for this professional development activity with the ultimate goal of increasing student achievement?</p> <p>Utilizing Problem Based Learning helps students to learn and retain content at a much deeper level than traditional methods. Using this method can reach students with many different learning styles. This differentiation is beneficial to a wide range of students and can further reinforce learning.</p>

<p><u>STANDARD 3:</u> High Quality professional development is collaborative.</p> <p>21st Century Skills addressed here require application of learning, innovation, and awareness/literacy skills.</p>	<p>What collaborative efforts have been incorporated into this class development and facilitation of this class?</p> <p>A Mathematics teacher is serving as a Subject Matter Expert and collaborating with an Intervention Specialist who is serving as an Instructional Designer to develop the content and teaching strategies for this course. The nature of PBL (Problem-Based Learning) is collaborative and the participants will gain first-hand experience using technology and 21st Century Skills while learning in this class.</p> <p>(Consider involving the community & using technology)</p>
---	---

STANDARD 4:
High Quality professional development includes varied learning experiences that accommodate individual educators' knowledge and skills.

The activities marked with an * indicate the application of one or more identified 21st Century Skills.

21st Century Skills include:

Learning & innovation Skills

Critical Thinking
Problem Solving
Communication
Collaboration
Creativity
Innovation

Awareness/Literacy Skills

Global Awareness
Infor./Commun./&Tech. Lit. (ICT)
Media Literacy
Financial Literacy
Civic Literacy
Health Literacy

Career & Life Skills

Flexibility
Adaptability
Initiative
Self Direction
Social/Cross Cultural Interaction
Productivity
Accountability
Leadership
Responsibility

We expect attendance at all sessions and participation in group discussions and activities PLUS a product/project/presentation worked on outside of the regular class hours.

1. Identify the activities/learning experiences being planned. (Check one or more [activities/experiences](#) from the list of examples below or enter your own in "Other")

Examples:

- | | |
|--|---|
| <input checked="" type="checkbox"/> *Providing opportunities for collaboration | <input type="checkbox"/> *Addressing theory and research |
| <input checked="" type="checkbox"/> *Planning lessons with a teaching colleague | <input checked="" type="checkbox"/> *Writing assessments with a colleague |
| <input type="checkbox"/> *Examining student data and work samples | <input type="checkbox"/> Using a tuning protocol to examine student work |
| <input type="checkbox"/> Taking a field trip to another school/district | <input type="checkbox"/> *Being observed/receiving feedback from another educator |
| <input type="checkbox"/> Conducting follow-up activities to ensure that knowledge/skills are implemented | <input type="checkbox"/> *Developing a professional portfolio |
| <input type="checkbox"/> *Participating in a critical friends group | <input type="checkbox"/> Studying content standards for Ohio |
| <input type="checkbox"/> Visiting model school programs | <input type="checkbox"/> *Mapping, auditing, aligning curriculum |
| <input type="checkbox"/> *Analyzing expectations of statewide Assessments | <input checked="" type="checkbox"/> *Designing activities based on student data |
| <input type="checkbox"/> Participating in video conferencing/conference calls with experts | <input type="checkbox"/> Addressing ways to work with parents |
| <input checked="" type="checkbox"/> *Examining new technological resources to support instruction | <input type="checkbox"/> Improving knowledge of content areas |
| <input type="checkbox"/> Addressing issues related to special needs students (IEP) | <input type="checkbox"/> *Consulting with an expert |
| <input type="checkbox"/> *Reading journals, professional publications, books | <input type="checkbox"/> *Analyzing teaching cases |
| | <input type="checkbox"/> Observing model lessons |
| | <input checked="" type="checkbox"/> *Differentiating instruction |
| | <input type="checkbox"/> Improving classroom management skills |

Other:

Participants will be taught to design their own Google Site website for classroom use to house the instructional digital products that they will create as well as a PBL WebQuest. Examples of tools we will use are: screencasting, TeacherTube, Google Apps, National Library of Virtual Manipulatives, Wikis, Blogs, and Shodor Interactive Mathematics.

2. Identify the specific out-of-class assignment. (Check one or more [assignment possibilities](#) from the list of examples below or enter your own in "Other")

Examples:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Action/implementation/lesson plans | <input type="checkbox"/> *Assessment tools/rubrics/skills matrix |
| <input type="checkbox"/> *Critiques/responses to readings/papers/video-audio tapes | <input type="checkbox"/> *Critical friends group |
| <input checked="" type="checkbox"/> *Multimedia or other presentations and projects | <input type="checkbox"/> Study of content standards |
| <input type="checkbox"/> *Multidisciplinary/thematic units | <input type="checkbox"/> *Journal entries/professional articles/materials review |
| <input type="checkbox"/> Observations/visitations/interviews/shadowing | <input type="checkbox"/> *Peer feedback/coaching/mentoring/modeling |
| <input type="checkbox"/> *Portfolios/self assessments | <input type="checkbox"/> Questionnaires/surveys |
| <input checked="" type="checkbox"/> *Use of new technological resources/WebQuests | <input type="checkbox"/> *Conducting action research (data collection and analysis) |
| <input type="checkbox"/> *Working on strategic planning/curriculum development/school improvement/collaborative planning | <input type="checkbox"/> *Reflective/response journals |
| | <input type="checkbox"/> Resource list/bibliography/case study |
| | <input type="checkbox"/> *Examining student work samples |

Other:

<p><u>STANDARD 5:</u> High Quality professional development is evaluated by its short and long term impact on professional practice and achievement of all students.</p> <p>Assessment of 21st Century Skills should be infused into the Evaluation Process.</p>	<p>What is the anticipated short and long-term impact on:</p> <p>Professional practice?</p> <p>The short term impact with participants will be gaining new teaching strategies and the implementation of a PBL WebQuest utilizing 21st century skills in their classrooms.</p> <p>The long term impact is that CMSD students will gain deeper knowledge of content (math) and develop higher-order thinking skills to benefit them in their education and lives.</p> <p>Achievement of students?</p> <p>Students will evidence their achievement on formative assessments within the classroom via rubrics and assessments designed in the creation of the WebQuests by their teachers. Students will also evidence their achievement through increased performance on summative assessments and standardized tests.</p> <p>(This Standard should align with Standards 1 & 2)</p>
<p><u>STANDARD 6:</u> High Quality professional development results in the acquisition, enhancement, or refinement of skills and knowledge.</p> <p>Assessment of 21st Century Skills should be infused into the Evaluation Process.</p>	<p>What will the participants know and be able to do as a result of this class?</p> <p>The participants will know how to implement problem based learning within a WebQuest framework utilizing different Web2.0 tools. They will be able to help their students learn with higher order thinking skills and with a deeper understanding of content taught using this method.</p> <p>(Refer to the “need” for this class as noted in Standard 2.)</p>

<p>What evidence from the requirements and out-of-class assignment in Standard 4.2 will be produced or collected to determine a Satisfactory (S) grade?</p> <p>Grades will be S/U unless otherwise approved.</p>	<p>Describe in detail the assignment given and evidence to be gathered to assess participant performance and award the graduate credit. This assignment should have at least 3 hours of work outside of the class time for each semester hour of credit.</p> <p>Participants will be required to create a classroom website using Google Sites. They will then create a WebQuest aligned to the Ohio Content Standards. The finished product will serve as both a classroom teaching material and lesson plan. The WebQuest must contain the following components: Introduction, Task, Process, Evaluation, and Conclusion. At least 4 Web2.0 tools must be used and the final products must use materials that are free and accessible to the learners. The finished products must be submitted by posting them to the course wiki.</p> <p>(Refer to Standard 4.2 for this section.)</p>
--	---

ASHLAND UNIVERSITY Professional Development Services

Class Agenda/Outside Assignment(s) - Please outline or list the topics and outside assignments expected for each class session. (An attachment of a printed agenda is acceptable.)

Session I

Date: 4/17/2012

Time: 4:00 pm -6:30 pm

Content to be addressed:

1. Introduction to Course and expectations
 - a. Introduction to course wiki
 2. Introduction to Google Sites
 - a. Instruction to sign up for Google Account
 - b. Exploration/selection of a website template
 - c. Introduction to basic editing functions of Google Sites
 3. Assignment: Finish setting up look of Google site and add contact info, etc.
-

Session II

Date: 4/19/2012

Time: 4:00 pm -6:30 pm

Content to be addressed:

1. "A WebQuest About WebQuests (by Dodge)" activity
 2. Instruction on Backwards Design
 - a. Brainstorming session choosing topic for participants' webquests
 3. Instruction on featured Web2.0 tool(WikiSpaces)
 4. Instruction on signing up for/creating Wikispaces
 - a. Instruction linking to Google Site
-

Session III (If applicable)

Date: 4/24/2012

Time: 4:00 pm -6:30 pm

Content to be addressed:

1. Instruction on featured Web2.0 tool
 2. Modeling WebQuest creation (Task and Evaluation Sections)
 3. Students create their own Task (objectives) and Evaluation (rubric) for their Webquests
 4. Assignment: complete Evaluation section
-

Session IV (If applicable)

Date: 4/26/2012

Time: 4:00 pm -6:30 pm

Content to be addressed:

1. Instruction on featured Web2.0 tools
 2. Model WebQuest creation Process (Introduction, Process, Conclusion)
 3. Students create their own Introduction (Setting the stage and problem) and (rubric) for their Webquests
 4. Assignment: Work on Process and Conclusion sections
-

Session V (If applicable)

Date: 5/1/2012

Time: 4:00 pm -6:30 pm

Content to be addressed:

1. Instruction on Featured Web2.0 tools
 2. Review of editing functions on WikiSpaces/Google Sites
 - a. Review how to link together
 3. Work session with individual instruction given to participants as needed
 4. Assignment: Complete WebQuests and post to course wiki
-

Session VI (If applicable)

Date: 5/3/2012

Time: 4:00 pm -6:30 pm

Content to be addressed:

1. Presentation of projects to class
 2. Evaluation and surveys
-

